Department of
Career and Technical Education

Program Evaluation for Career Development

Local Education Agency (LEA): _____

Reporting_Date: _____

Completed_By: _____

Instructor: _____

Administrator: _____

S = A Strength
M = Meets Expectations
I = Improvement Opportunity
NA = Not Applicable

Standard One - Instructional Planning and Organization

1) To what extent does the school provide an identifiable comprehensive career development counseling program for all students that addresses the ND Career Development Content Standards? (Suggest reviewing Program of Work (POW), manuals/guides that include a description of curriculum and services provided and follow-up reports.)

2) Does the program have a current Program of Work (POW) based on the ND Career Development Content Standards on file in the administrative and state supervisor's offices? (Suggest reviewing POW for content, timelines, and weekly/monthly schedules.)

3) Are program accountability reports submitted on a timely basis showing progress toward completion of Program of Work goals and activities? (Suggest reviewing end-of-the-year reports.)

4) Is a developmentally appropriate assessment (testing) program in place, and documented on the Program of Work, that assesses students' interests, aptitudes and achievement and includes interpretation of results to students and other appropriate entities? (Suggest reviewing types of tests, grade level delivered and procedures for dissemination and interpretation of results.)

5) To what extent is a plan (including schedule or timeline) for the delivery of developmentally and sequentially appropriate career development curriculum for all students in place? (Suggest reviewing group/classroom activity samples and timeline for each grade level.)

6) As you review your responses to the questions above, describe the program's strengths for instructional planning and organization:

7) As you review your responses to the questions above, describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

1) Do the career development materials support the state-approved career development standards and guidelines? (Suggest reviewing instructional materials.)

2) Have local, federal or other funds been utilized for the purchase of instructional materials? (Suggest reviewing budget.)

3) Has a career resource center been established and is easily accessible for students, instructors and public use? (Suggest reviewing both electronic and hard copy career information materials for content and availability.)

4) Is a computer assisted guidance program in place with ready access to computer hardware and Internet capabilities? (Suggest reviewing hardware, career guidance software, computer labs and lab schedules.)

5) Is an electronic or paper career portfolio system, including current individual plans of study, in place? (Suggest reviewing career portfolio system for accessibility and scheduled updating by students.)

6) As you review your responses to the questions above, describe the program's strengths for instructional materials utilization:

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7)   As you review your responses the the questions above, describe the program's improvement opportunities for instructional materials utilization:

Standard Three - Instructional Personnel

1)   Does the counselor hold the appropriate license or credential in his/her specific field? (Suggest reviewing teaching license/credential and/or resume.)

2)   Does the counselor attend summer conferences, conventions, professional improvement meetings or other sources of training? (Suggest reviewing instructor's technological and professional growth activities.)

3)   Has the counselor developed and utilized methods to ensure that administrators are familiar with the goals, objectives and activities of the program? (Suggest reviewing procedures used for informing administrators about the program goals and objectives.)

4)   Does the program work harmoniously with other faculty and correlates the program with other subject areas? (Suggest reviewing personnel available and discuss use of these services.)

5)   Does the instructor hold leadership positions within professional and/or community organizations? (Suggest reviewing community involvement and professional leadership activities.)

6)   As you review your responses to the questions above, describe the program's strengths for instructional personnel:

7)   As you review your responses to the questions above, describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

1)   Are enrollment and class sizes in compliance with ND Career Development guidelines? (Suggest reviewing enrollment by program for past three years, recommend 350-1 ratio.)

2)   Are efforts made to help students enroll in dual credit courses or articulate to postsecondary and/or other skill training programs? (Suggest discussing dual credit and articulated programs.)

3)   Are all students given the opportunity to enroll in appropriate academic and technical courses that prepare them for high skill/high wage occupations in their career cluster of choice? (Suggest reviewing student 4/6 year plans.)

4)   As you review your responses to the questions above, describe the program's strengths for enrollment and student-teacher ratio:

5)   As you review your responses to the questions above, describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

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1) Is there an established budget for the program? (Suggest reviewing the local career development program budget and discussing the availability of funds for updating and upgrading equipment and materials.)

2) Is a current inventory of equipment and/or materials on file and updated annually? (Suggest reviewing equipment inventory.)

3) Is equipment available to support the latest technology utilized in the career development program? (Suggest observing equipment to determine its effectiveness, computer technology, Internet materials, etc.)

4) As you review your responses to the questions above, describe the program's strengths for equipment and supplies:

5) As you review your responses to the questions above, describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

1) To what extent does the size and arrangement of the program's office area ensure safety, accessibility, privacy and confidentiality; thereby creating an environment favorable to quality conseling in relation to the program's objectives? (Suggest observing size and arrangement of office facility.)

2) Have the office facilities been properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility.)

3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)

4) Does the office space provided include the following: a computer, printer, telephone, desk, file cabinets and sufficient, functional storage space for program materials, supplies, equipment and projects? (Suggest observing office and storage space.)

5) As you review your responses to the questions above, describe the program's strengths for instructional facilities:

6) As you review your responses to the questions above, describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

1) Does the program's office and/or career center provide adequate ventilation, hearing, light and noise control to provide a safe environment conducive to the program? (Suggest reviewing facility for proper heating, cooling, lighting, noise and ventilation.)

2) As you review your responses to the question above, describe the program location's strengths for safety and sanitation:

3) As you review your responses to the question above, describe the program location's improvement opportunities for safety and sanitation:

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Standard Eight - Program Advisory Committee and Community Relations

1) Does the program's advisory committee meet as required (a minimum of two times yearly), maintain and submit minutes of each meeting and provide recommendations for program improvements? (Suggest reviewing most recent advisory committee minutes and review action taken on previous committee recommendations.)

2) Does the advisory committee include a balanced representation of counselors, parents, teachers, appropriate business and industry personnel, individuals representing special needs populations and reflect appropriate gender balance? (Suggest reviewing list of committee members.)

3) Are recommendations from the advisory committee relayed to all committee members as well as to school administration and board members, for consideration for inclusion into program curriculum? (Suggest reviewing minutes of recent meetings and changes in the program's materials and equipment as a result of committee recommendations.)

4) To what extent are informative materials/meetings used to enlighten educators, parents, students, business/industry and the general public concerning the program? (Suggest reviewing news releases, brochures, posters, etc.)

5) As you review your responses to the questions above, describe the program's strengths for program advisory committee and community relations:

6) As you review your responses to the questions above, describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Leadership Development Opportunities/Career and Technical Student Organization

1) Does the career development program encourage student participation in career and technical student organizations and the leadership efforts of these organizations? (Suggest reviewing student organization support.)

2) Describe the program's strengths in relationship to career and technical student organizations:

3) Describe the program's improvement opportunities in relationship to career and technical student organizations:

Standard Ten - Workplace Experience/Cooperative Learning Experience

1) Does the program provide leadership and support for work-based educational experiences such as job shadowing, externships, career day, college days and cooperative work experiences? (Suggest reviewing programs that support work-based educational experiences.)

2) As you review your response to the question above, describe the program's strengths for coordination and facilitation of cooperative learning activities:

3) As you review your response to the question above, describe the program's improvement opportunities for coordination and facilitation of cooperative learning activities:

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Standard Eleven - Special Populations

1) Is program prepared to respond to the career development needs of special population students? (Suggest reviewing instructional methods and adaptations.)

2) Are appropriate accommodations made in the delivery of career development counseling curriculum for special population students and is teaching/tutoring assistance available for special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)

3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities)

4) To what extend does the advisory committee provide input on addressing the career development needs of special population students? (Suggest reviewing minute of recent meetings.)

5) As you review your responses to the questions above, describe the program's strengths for special populations:

6) As you review your responses to the questions above, describe the program's improvement opportunities for special populations:

Standard Twelve - Educational Equity

1) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)

2) Does the program ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)

3) To what extent does the program provide opportunities for students to explore and consider nontraditional occupations? Note: Equal access career development couseling curriculum and services is presumed. (Suggest reviewing job shadowing/internships/coop placements.)

4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)

5) As you review your responses to the questions above, describe the program's strengths for educational equity:

7) As you review your responses to the questions above, describe the program's improvement opportunities for educational equity: